Course title:

Nudge Marketing

Staff responsible for the course:

Farah HEFIED

Lecturers:

Nico Heuvinck

1) COURSE PRESENTATION

Aims:
Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.
You must fill in the field under the format "the student should be able to…" using action verbs such as define, realise, control… (This description should not take more than ten lines)

At the end of the course, the student should be able to:
- Understand the psychological and neuroscientific principles underlying consumer decision-making and persuasion/nudging.
- Apply nudge marketing techniques to influence behavior ethically and effectively.
- Critically evaluate neuromarketing tools and methods in real-world applications.

Prerequisites:
You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.
Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). (This description should not take more than five lines)

- Basic knowledge of marketing principles
- Familiarity with consumer behavior concepts is recommended but not required
- No prior experience with neuroscience or experimental design is necessary

Course contents:
Here, an abstract of the course can be given or the different chapters of the course can be simply written down.
(The description should not take more than ten lines)

This course explores the intersection of nudging, persuasion, and neuroscience to understand and influence consumer behavior. We begin with a foundational introduction to behavioral science and neuroscience in marketing, covering key concepts such as dual-system thinking, cognitive biases & heuristics, persuasion, and nudging.

Building on this foundation, we take a deeper dive into **nudging** by examining choice architecture, default effects, and real-world applications of successful nudges in both business and society.

Next, we explore **neuromarketing**, addressing its definition, relevance, and advantages over traditional marketing methods. Students will gain insights into how consumer brain functions relate to decision-making and will be introduced to key neuroscientific research methods used in neuromarketing.

In the latter part of the course, we focus on the practical applications of neuromarketing. We will analyze how neuroscience-driven insights can be leveraged across various marketing domains, including:
- **Pricing psychology & perceived value**
- **Packaging design & sensory marketing**
- **Branding & brand perception**

Throughout the course, students will critically evaluate how neuromarketing can serve as a tool to better understand consumer decision-making and nudge behaviors in an ethical and effective manner.

2) *WORKING LOAD*

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
Effective presence		
- *Magistral Course*		
- *Interactive Course*	16	
- *Tutorials*		
- *Coaching*		
Training from a distance		
- *Video-conferences*		
- *Webinars*		
Self-learning		
- *Books 'readings*		
- *E-learning*		
- *Research*		
Outdoors-training		
- *In firms*		
- *Internship*		
Personal work		
- *Group Projects*	24	
- *Individual Projects*		
- *Personal work*	10	
Total working time for the student	*50*	

3) *EDUCATIONAL METHODS*

Tick here the different educational methods used:

☐ Coaching
☐ Case Study
☐ E-Learning and/or Self-learning
X Interactive courses
X Presentations
X Projects
☐ Research
☐ Seminars
☐ Tutorials
☐ Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (two or three lines) in order to introduce the assessment's table that you have to complete below (table n°2).
You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

Evaluation as follows: - 60% Tests at the end of each session (short MCQ as well as open questions) + active participation in questionnaires before each session. Feedback is given at the start of every next session. - 40% Presentation - final student video presentations on a nudge marketing case.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
Continuous assessment	Continuous assessment (CONT)	2	4	60
	Mid-term exam (MIDT)			
	Participation (PARTN)			
	MCQ			
Final exam	Oral final exam/Presentation (ORAL)			
	Written final exam (ENDT)			
Others	Case study (CASE)			
	Group Project (GPROJ)	1	1	40
	Individual Project (IPROJ)			
	Written assignment (WRITTEN)			
	Exercises (EXERC)			
Total				**100%**

5) RECOMMENDED READING

Name of books (indicate only three or four must-read references) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

Class books :
Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving Decisions About Health, Wealth, and Happiness.*
Kahneman, D. (2011). *Thinking, Fast and Slow.*
Ariely, D. (2008). *Predictably Irrational: The Hidden Forces That Shape Our Decisions.*
Cialdini, R. (2021). *Influence: The Psychology of Persuasion (New and Expanded Edition).*

Reviews :

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL